

## **D1.3 Piloting Report – Spain** **- FINAL -**

**Final Version (mt Servicios de Formación)**  
**February 2015**

## GENERAL PLANNING REPORT OF SCHOOLS ACTIVITIES

Phases referred to the completion of the piloting stage are Definition - Achievement - Evaluation. For its successful completion, in agreement with the raised stage, it has been taken the PDCA cycle organizational tool, which we combine with the phases of the pilot:

### **PLAN / Phase 1: Definition**

- **School analysis. Self-assessment**
- **Definition of objectives and improvements**
- **Planification and implementation**

### **DO / Phase 2: Achievement**

- **Implementation of improvements**
- **Processes control**

### **CHECK + ACT / Phase 3: Evaluation:**

- **Improvements evaluation.**
- **Inherited performances sustainable in time**
- **Q4i network as a support for new performances**

## PHASE 1: DEFINITION PHASE. SELF-ASSESSMENT, DEFINING GOALS AND IMPROVEMENTS

### A.- KICK OFF MEETING: SCHOOL- STAFF Q4i

1. Presentation of the project in detail, their approach and the tools available to them.
2. Information about the four drivers of change posed by the project.
3. Presentation of the overall planning.
4. Advice on the definition phase: Self -Assessment definition of objectives and improvements.
5. Delivery of the Self-Assessment Questionnaire and joint analysis.
6. Establish self-assessment procedure.

Support:  
Piloting responsible Q4i

Schedule:

| FEBRERY |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| M       | T  | W  | T  | F  | S  | S  |
| 27      | 28 | 29 | 30 | 31 | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 1  | 2  |

## B.- SELF-ASSESSMENT

1. Launch of the self-assessment: The Quality Coordinator is established as coordinator and lead the evaluation process.
2. Evaluation team: Identification of the personnel performing the self-assessment. A minimum of 10 reviewers is required with the following profile: People belonging to the Management Team, Quality Team or the Commission for Pedagogic Coordination.
3. Sensitization of all in a meeting of the evaluation team: Presentation of objectives, process, methodology and questionnaire.
4. Individual Assessment: Conducting the self-assessment each evaluator individually and providing evidence to justify the evaluation.
5. Consensus meeting: Joint meeting of all the evaluation team guided by the Coordinator of Quality of the school aiming to deal with the existing differences and contributing to the synthesis of the evidence provided to form the final self-assessment.

Support:  
Piloting responsible Q4i

Schedule:

| FEBRERY |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| M       | T  | W  | T  | F  | S  | S  |
| 27      | 28 | 29 | 30 | 31 | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 1  | 2  |

## C.- DEFINING GOALS AND IMPROVEMENTS

1. Diagnostic analysis
  - 1.1. Meeting of the evaluation team for the Analysis of the results of the self-assessment.
  - 1.2. Expectations School : Strengths and weaknesses, critical situations and opportunities.
  - 1.3. Analysis of Objectives from the Strengths and Areas defined improvement.
  - 1.4. Development of Diagnostic Report (Evaluation Coordinator).
2. Benchmarking (Staff school – Q4i)
  - 2.1. Comparison (if possible) of results with other schools that are doing the pilot
  - 2.2. Trend analysis and other studies relating to innovation
3. Improvements
  - 3.1. Definition of improvement: What are the improvement actions arising from the diagnosis made.
  - 3.2. Transformation map
    - 3.2.1. Picking the engine of change: The improvement will be based on one or more of the 4 motors of change.
    - 3.2.2. Click the Scope: Actions to improve affect different areas of school life in which you have power to intervene.

4. Prioritization of improvements
  - 4.1. Actions should be incorporated into school life without causing disruptions , so that consistency between different training projects and innovation present in the center is assured.
  - 4.2. Choose those actions that have the greatest impact on the results obtained by students and that are more likely to be measured and evaluated.
  - 4.3. Select those grouping work proposals that affect a large number of teachers .
  - 4.4. Prioritize actions with broad consensus in the education community .
5. Members of the school community involved
  - 5.1. Parents, teachers , administrative staff , other
  - 5.2. Students : Set the stage, educational level and the groups to which it is addressed improvement.
6. Definition and planning improvements
  - 6.1. Specific objectives: They should be described accurately and be achievable. It is of utmost interest that they are also measureable .
  - 6.2. Performances: The definition of the activities, procedures or specific tasks engaged to achieve the objectives should be described.
  - 6.3. Responsibles: Appoint responsables to coordinate the implementation of the improvements.
  - 6.4. Resources : resources available to the school itself and the adequacy of the same development activities need to be raised .
  - 6.5. Methodology: Describe the methodology to be used and the procedures that allow us to work effectively.
  - 6.6. Schedule: You have to set a global schedule and specific timing of each activity performed. The improvement must be an action of immediate implementation.
  - 6.7. Rating: Any improvement will objectively successful if we have a method of measuring and evaluating it. We need to establish monitoring indicators used to determine if the improvement is developing as planned and also indicators of achievement of final result to see if the tasks or activities implemented have contributed to the achievement of the proposed action.
7. Meeting of the Evaluation Team with the responsables of the implementations of the improvements.

Support:  
Piloting responsible Q4i  
Network Q4i

Schedule:

| FEBRERY |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| M       | T  | W  | T  | F  | S  | S  |
| 27      | 28 | 29 | 30 | 31 | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 1  | 2  |

## D.- INTERNAL DISSEMINATION

1. Presentation of the project Q4i to the school board and staff.
2. Mass mailing to school personnel announcing the project.

Support:  
Piloting responsible Q4i  
Network Q4i

Schedule:

| FEBRERY |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| M       | T  | W  | T  | F  | S  | S  |
| 27      | 28 | 29 | 30 | 31 | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 1  | 2  |

## PHASE 2: ACHIEVEMENT PHASE. SCHOOL INDIVIDUAL PROJECT WORK

### A.- IMPLEMENTATION

1. Initial implementation meeting  
Meetings (Face or virtual ones) with the responsables for the implementation of each of the general improvement areas.
2. Implementation of improvements  
Implementation of improvement activities defined in class and overall improvements in school
3. Monitoring:
  - 3.1. Tracking improvements implemented / Coordinator Pilot
  - 3.2. Resolution of problems

### B.- REPORTING

1. Pilot interim report:
  - 1.1. Preparation of report on the progress of the pilot / Responsible for improving
  - 1.2. Intermediate report activities / Coordinator Pilot
2. Pilot Final Report:
  - 2.1. Preparation of final report on results / Responsible for improving
  - 2.2. Final report of activities-results / Coordinator Pilot



Lifelong Learning Programme



**Q4i**  
**Quality for Innovation in European Schools**  
**Project N°: 527906-LLP-1-2012-1-ES-COMENIUS-**  
**CMP**

## C.- DISSEMINATION

1. International conference to launch the project in Valencia.

1.1. Conference Participation

1.2. Presentation of the improvements implemented in all participating schools in piloting

Support:  
 Piloting responsible Q4i  
 Network Q4i

Schedule:

| MARCH 2014 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| M          | T  | W  | T  | F  | S  | S  |
|            |    |    |    |    | 1  | 2  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 |
| 31         |    |    |    |    |    |    |

| APRIL 2014 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| M          | T  | W  | T  | F  | S  | S  |
|            | 1  | 2  | 3  | 4  | 5  | 6  |
| 7          | 8  | 9  | 10 | 11 | 12 | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 28         | 29 | 30 |    |    |    |    |

| MAY 2014 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| M        | T  | W  | T  | F  | S  | S  |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |

|  |  |   |
|--|--|---|
| 3M   | 17A  | Implementation. Report making for the intermediate interim report |
| <div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 10%; height: 15px; background-color: black;"></div> <div style="width: 80%; text-align: center; padding: 0 10px;">Easter</div> <div style="width: 10%; height: 15px; background-color: black;"></div> </div> |  |   |
|  | 19J  | Presentation Piloting Intermediate Interim Report                 |
| 22M  | Project Launching International Conference. Valencia |   |
| 29A  | 30J  | Implementation  |

## PHASE 3: EVALUATION PHASE. SCHOOL INDIVIDUAL PROJECT WORK

### A.- EVALUATION

1. Final Evaluation Meeting

Meeting to check results about the implementation of each of the improvements to see results

2. Evaluation of the improvements developed by:

- Indicators obtained from each activity implemented
- Surveys (if possible) of students participating in the pilot
- Surveys (if possible) of teachers who have developed improvements

- Reports of those responsible for analyzing improvements polls, particular vision and results.

## B.- REPORTING

### 1. Pilot interim report:

Performing a partial qualitative assessment that reflects the highlights of the progress of pilot

### 2. Pilot Final Report:

The final report should provide a clear vision for the development of the pilot.

#### 2.1. Compliance with the general objective and specific objectives

#### 2.2. Planning and Implementation of Improvements

#### 2.3. Quantitative and Qualitative assessment

- Data from indicators obtained and results of polls (if applied).
- Comparison (if possible) with those obtained with other schools

#### 2.4. Degree of sustainability of improvements over time.

## C.- DISSEMINATION

1. Presentation of final results in the end of the year stall and school board meetings.
2. Presentation of results sets with other European centers through the network. Conclusions and results posted on the school website.

## D.- SUSTAINABILITY PLAN

1. Joining the Network Q4i and consolidation of the platform
2. Consolidation of improvements and activities already in place in the school

Support:  
Pilot responsible Q4i  
Team Q4i  
Network Q4i

Schedule:

| JUNE 2014 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| M         | T  | W  | T  | F  | S  | S  |
| 26        | 27 | 28 | 29 | 30 | 31 | 1  |
| 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |



|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |    |    |    |    |    |    |
|    |    |    |    |    |    |    |

|  |     |                             |
|--|-----|-----------------------------|
|  | 30J | End of pilot implementation |
|--|-----|-----------------------------|

|     |      |   |
|-----|------|---|
| 1Jl | 14Jl | Results and Evaluation<br>Making of the Piloting Final Interim Report |
|-----|------|---|

|      |  |
|------|--|
| 15Jl | Presentation Piloting Final Interim Report |
|------|--|

## PLANNING REPORT OF SCHOOLS ACTIVITIES - SUMMARY

### A. Characteristics

- Time: (e.g. trimester, 1 month, etc): **From February to July, as shown above (GENERAL PLANNING REPORT OF SCHOOLS ACTIVITIES).**
- Technical or other requirements: **There was no special technical or other requirements**
- Engines of change: **How many engines have been addressed in each piloting country :**
  - **COMP = Key Competences: 13 (from 30) improvement areas includes this engine of change.**
  - **ICT = Information & Communication Technologies: 13 (from 30) improvement areas includes this engine of change.**
  - **CREATE = Creativity & Innovation: 12 (from 30) improvement areas includes this engine of change.**
  - **CULT = Intercultural Learning Skills: 5 (from 30) improvement areas includes this engine of change.**

### B. Main objectives (30 improvement areas in the 7 schools):

- **Developing new methodologies in the classroom through the use of technology.**
- **Developing new methodologies in the classroom to improve the learning to learn competences.**
- **Developing language and technological competences.**
- **Improving the performance of the students.**

### C. Planning for the assessment of the achievement of the objectives set: **Described with detail above (GENERAL PLANNING REPORT OF SCHOOLS ACTIVITIES).**

D. Description: **There were no major/relevant differences for each involved school. The engines of change were varied in almost all schools, maybe except in CIPFP MISLATA (was focused on ICT), COLEGIO PALMA (was focused on CREATE), COLEGIO VIRGEN DEL CARMEN (was focused on ICT and COMP) and IES LEONARDO DA VINCI (was focused on COMP).**

### A. Characteristics

- ## B. Implementation & C. Assessment

- 
- Q4  
QUALITY FOR INNOVATION  
SUPERIOR SERVICE

- **Time available from teachers for improvement activities beyond their teaching activities.**
- Success factors:
  - **Commitment of the management team**
  - **Commitment of teachers**
  - **Availability of human resources to develop improvement areas (time!).**
  - **Existence of a Plan.**

About these success factors, we have used **Implementation degree** and **Impact reached** as two indicators that were obtained from the schools and their self-assessment activity (global average from the thirty improvements).

- **Implementation degree:** This indicator values if **the improvement is implemented**, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.
- **Impact reached:** This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the **impact on the school's real**.

At the moment of the International Conference in Valencia (end of May 2014), the main quantitative results of the whole improvements of the project were:

- **Implementation degree: 75,08%**
- **Impact reached: 66,29%**

One month and a half after, when pilot phase was finished, the final results (global averages) were:

- **Implementation degree: 90%**
- **Impact reached: 75%**
- Amendments the original planning: **There was no relevant variations in the original planning.**
- Suggestions for improvement:
  - **Continuity on time**
  - **Benchmarking with other European schools**

### **C. Development and integration into school life**

We can analyze, at this point,, in a quantitative and qualitative way, some impressions and conclusions of participating schools in the pilot phase and the degree of Development and integration into school life of some improvement proposals:

#### Case 1 (CIPFP MISLATA):

*"Using the assessment tools provided by Q4i, and analyzing our internal situation, we chose the improvement based in "CREATE AND IMPLEMENT THE COMPUTER TOOL TO DESIGN MOODLE ENVIRONMENT FORMS TO IMPROVE THE ORGANIZATION AND MANAGEMENT AT CIPFP MISLATA". This kind of ICT tools provides us an easier and quicker means of data collection. It also allows us to reduce paper consumptions as well as to increase staff satisfaction through the reduction in bureaucratic tasks.*

*According to the measures of the quality indicators defined:*

| INDICATOR   | MEASURE | ACHIEVEMENT |
|---|---------|-------------|
| Number of activities managed through the Form                               | 4/5     | 80%         |
| Number of incidents occurred during implementation phase of Forms (eticket) | 0/5     | 100%        |
| staff satisfaction with the use of ICT in school management                 | 8,97/10 | 89,7%       |
| GLOBAL ACHIEVEMENT  |         | 89.9%       |

*We can observe the high level of achievement in our objectives as well as the staff satisfaction related to using of ICT tools in school management. It allows them a significant reduction of work hours directly linked to bureaucratic assignments. Eventually, the forms developed are: "Recovery plans", "FCT viewing", "exams calendar". There is still one tasks which has not been developed: "Extracurricular Activities" and it still remains for future plans."*

#### Case 2 (HERNÁNDEZ SCHOOL):

*"The main goal of the participation in Q4i project was to develop and train a new approach about quality deployment in schools based on four engines of change (Key competences for lifelong learning, Use of ICT to support learning processes, Creativity and innovation attitudes and Intercultural learning skills).*

*We think that our expectations have been achieved because of the high impact on students, families, teachers and others stakeholders) with clear evidences.*

*Our improvement proposals were two, deployed into several specific objectives:*

- *Improvement proposal 1 (To Increase competence in English and increase the sense of European citizenship). Specific Objectives:*
  - *Knowing the diversity of different European realities and its dimension*
  - *Interact with other European partners*

- *Learning to speak, listen, negotiate and making shared decisions.*
- *Improvement proposal 2 (To foster responsible users of ICT aware of advantages and risks - Social Networks). Specific Objectives:*
  - *Knowing the consequences of the wrong use or abuse of social networks (Netiquette)*
  - *How to manage ICT resources.*
  - *Knowing the specific Internet language and social networking language.*

*We used some indicators and metrics used to evaluate the improvement proposals:*

- *Improvement proposal 1 (To Increase competence in English and increase the sense of European citizenship). Metrics:*

| INDICATOR   | ACHIEVEMENT |
|---|-------------|
| <i>Degree of deployment of improvement proposal</i> | <b>70%</b>  |
| <i>Global impact reached in school</i>              | <b>80%</b>  |
| <i>% Students involved in improvement proposal</i>  | <b>75%</b>  |
| <i>% Teachers involved in improvement proposal</i>  | <b>40%</b>  |

- *Improvement proposal 2 (To foster responsible users of ICT aware of advantages and risks - Social Networks). Metrics:*

| INDICATOR   | ACHIEVEMENT |
|---|-------------|
| <i>Degree of deployment of improvement proposal</i> | <b>60%</b>  |
| <i>Global impact reached in school</i>              | <b>80%</b>  |
| <i>% Students involved in improvement proposal</i>  | <b>100%</b> |
| <i>% Teachers involved in improvement proposal</i>  | <b>70%</b>  |
| <i>% Families involved in "Schools of Parents"</i>  | <b>30%</b>  |

*About global perception, we have conducted some surveys to students, families and teachers (from 1 to 5 -total satisfaction-):*

- *Improvement proposal 1 (To Increase competence in English and increase the sense of European citizenship). Perception:*

| INDICATOR   | ACHIEVEMENT |
|---|-------------|
| <i>Degree of students satisfaction (involved in improvement proposal)</i> | <b>4</b>    |

|   |          |
|---|----------|
| <i>Degree of teachers satisfaction (involved in improvement proposal)</i> | <b>5</b> |
|---|----------|

- *Improvement proposal 2 (To foster responsible users of ICT aware of advantages and risks - Social Networks). Perception:*

| <b>INDICATOR</b>  | <b>ACHIEVEMENT</b> |
|---|--------------------|
| <i>Degree of students satisfaction (involved in improvement proposal)</i> | <b>5</b>           |
| <i>Degree of teachers satisfaction (involved in improvement proposal)</i> | <b>4</b>           |
| <i>Degree of families satisfaction (involved in improvement proposal)</i> | <b>5</b>           |

#### **Some reflections of the Spanish experience.**

We did not find relevant quantitative gaps between the different engines, about the implementation degree (very high in all cases) or the impact reached (similar situation). In addition to this first conclusion, **about the 40% of total improvements "share" more than one engine of change**. These point are relevant because of the Q4i Model reveals solid strengths as an holistic diagnosis framework in order to identify improvements, in the four engines developed or, even, in additional engines.

**IMPROVEMENTS, ENGINES AND SCOPES (REPORT PER SCHOOL)**

| # | IMPROVEMENT   | ENGINES OF CHANGE <sup>1</sup> | SCOPE <sup>2</sup><br>(WHERE THE IMPROVEMENT WILL TAKE PLACE) | TARGET GROUP / EDUCATIONAL LEVEL |
|---|---|--------------------------------|---|----------------------------------|
|   | <b>CEIP ALBAIT</b>  |                                |   |                                  |
| 1 | To try out new methodologies in the classroom through the use of digital devices to visualize text books  | ICT                            | ADCM  | PRIMARY                          |
| 2 | To introduce new methodologies to improve the learning to learn competence, encouraging the students to create their own didactic resources   | COMP                           | ADCM  | PRIMARY                          |
| 3 | To establish relationships with students from another school in this project to exchange knowledge and share personal experiences   | CULT                           | ACOM  | PRIMARY                          |
| 4 | To integrate technology in their daily routines to improve their digital competence, the information processing abilities, their autonomy and to foster the sense of initiative and entrepreneurship                      | ICT<br>CREATE                  | ADCM<br>AOFU  | PRIMARY                          |
| 5 | To adapt the teaching and learning process to the diversity of the pupils and their needs   | COMP                           | ADCM  | PRIMARY                          |
|   | <b>CIPFP MISLATA</b>  |                                |   |                                  |
| 6 | To create and Implement a computer tool to design moodle environment forms to improve the organization and management. Part 1: To design tools for Forms to collect through Moodle  | ICT                            | AOFU  | VOCATIONAL EDUCATION & TRAINING  |
| 7 | To create and Implement a computer tool to design moodle environment forms to improve the organization and management. Part 2: To reduce energy consumption and paper   | ICT                            | AOFU  | VOCATIONAL EDUCATION & TRAINING  |
| 8 | To create and Implement a computer tool to design moodle environment forms to improve the organization and management. Part 3: To increase the participation of staff and other users in collecting data through internet | ICT                            | AOFU  | VOCATIONAL EDUCATION & TRAINING  |



|    |   |                        |                      |                      |
|----|---|------------------------|----------------------|----------------------|
|    | <b>COLEGIO HERNANDEZ</b>  |                        |                      |                      |
| 9  | To increase language competence in English and consolidate the feeling of European Citizenship. Part 1: Choosing of logo and mascot for the project   | COMP<br>CREATE<br>CULT | ADCM<br>ACOM<br>APFO | PRIMARY              |
| 10 | To increase language competence in English and consolidate the feeling of European Citizenship. Part 2: To design of the Hardcopy Book: "Knowing me, knowing EU:Old jobs in Europe"(Pre-Primary-1st,2nd Year Primary) and e-book version (3rd-4th-5th-6th Year Primary) | COMP<br>CREATE<br>CULT | ADCM<br>ACOM<br>APFO | PRIMARY              |
| 11 | To increase language competence in English and consolidate the feeling of European Citizenship. Part 3: Creation of the enterprise FUTURE   | COMP<br>CREATE<br>CULT | ADCM<br>ACOM<br>APFO | PRIMARY              |
| 12 | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 1: Familiarisation with ICT resources  | ITC<br>CREATE          | ADCM                 | SECONDARY            |
| 13 | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 2: Creating a Virtual Profile  | ITC<br>CREATE          | ADCM                 | SECONDARY            |
| 14 | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 3: Selection of vocabulary for specific concepts   | ITC<br>CREATE          | ADCM                 | SECONDARY            |
| 15 | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 4: Parents School  | ITC<br>CREATE          | ACOM                 | SECONDARY            |
|    | <b>COLEGIO PALMA</b>  |                        |                      |                      |
| 16 | TECHNOLOGICAL CHALLENGE. Technological challenge (participation in First Lego League) 1ST PART: SCIENTIFIC PROJECT; 2ND PART: ROBOTIC   | CREATE                 | ADCM<br>ACOM<br>APFO | SECONDARY            |
| 17 | DRAMA DAY. Promote reading and get interested in drama. PART 1, 2 and 3   | CREATE                 | ADCM<br>ACOM<br>APFO | PRIMARY              |
| 18 | BOOK DAY. To promote the reading and to take part in a solidary project   | CREATE                 | ADCM<br>ACOM<br>APFO | PRIMARY<br>SECONDARY |
|    | <b>COLEGIO VIRGEN DEL CARMEN</b>  |                        |                      |                      |
| 19 | To work experimental learning through a workshop creating a giant planetarium   | COMP<br>ICT            | ADCM                 | SECONDARY            |
| 20 | To work on experimental learning through a workshop (Our school in the radio waves)   | COMP<br>ICT            | ADCM                 | SECONDARY            |

|    |  |             |                      |                      |
|----|--|-------------|----------------------|----------------------|
| 21 | To work experimental learning through a workshop (Finding out about 'La Ermita' -a protected natural area in Vila-real-) | COMP<br>ICT | ADCM                 | PRIMARY              |
| 22 | Training for teachers in educative innovation techniques   | COMP<br>ICT | APFO                 | TEACHERS             |
|    | <b>IES LEONARDO DA VINCI</b>   |             |                      |                      |
| 23 | To improve the performance of secondary students (1º 2º and 3º ESO)  | COMP        | ADCM                 | SECONDARY            |
| 24 | To reduce the number of students repeaters   | COMP        | ADCM                 | SECONDARY            |
| 25 | To improve the personalised and differentiated treatment to the students   | COMP        | ADCM<br>AOFU<br>ACOM | SECONDARY            |
|    | <b>IES SALVADOR GADEA</b>  |             |                      |                      |
| 26 | To Improve the environment and spaces of the school library  | CREATE      | AOFU<br>APFO         | PRIMARY<br>SECONDARY |
| 27 | To promote the use as a place of study and activities  | COMP        | ADCM<br>APFO         | PRIMARY<br>SECONDARY |
| 28 | To facilitate and improve the control of loans and other processes   | ICT         | AOFU<br>ACOM         | PRIMARY<br>SECONDARY |
| 29 | To design a Activities to foster the use of the school library   | CULT        | AOFU<br>ACOM         | PRIMARY<br>SECONDARY |
| 30 | Library with a tutor   | COMP        | ACOM<br>APFO<br>ADCM | PRIMARY<br>SECONDARY |

Note:

<sup>1</sup> ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills

<sup>2</sup> SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training

**TRANSFORMATION MAP. THE FOUR ENGINES OF CHANGE**

| <b>ENGINES WHERE CHANGE TAKES PLACE</b><br>The four engines of change: 21 <sup>st</sup> century skills map |                        |
|--|------------------------|
| <b>1</b>   | <b>KEY COMPETENCES</b> |

|   |   |
|---|---|
|   | Key competences for lifelong learning should become a pillar of school education achievements, and in particular the learning to learn competence should be a main focus of efforts. This first engine is useful to set the basic learning outcomes that will give pupils tools to become active learners and have an active citizenship. The lifelong learning competencies are then involved in the development of other skills that, in turn, reinforce basic competencies.  |
| 2 | <b>ICT</b><br>The use of ICT to support learning processes and to integrate the informal learning of digital natives should become an integral part of school education, considering the specific value of ICT in supporting the acquisition of key competences and learning/working processes. ICT can play a fundamental role on innovation, allowing a direct flow of information to the school head, teachers and administrative staff about the pertinence of used methods. On the other hand, ICT enormously increase transparencies of processes thus giving its contribution to raise the level of quality. |
| 3 | <b>CREATIVITY AND INNOVATION</b><br>Creativity and innovation attitudes and skills. Creativity should be understood as a factor interacting in all areas, required for our personal fulfilment, fundamental in making innovation possible in each area, and essential for a social dimension that allows inter-cultural positive interactions.  |
| 4 | <b>INTERCULTURAL LEARNING SKILLS</b><br>Inter-cultural learning skills Schools have a role to play in the development of an intercultural society equipping pupils with intercultural skills essentials to appreciate the richness of diversity of culture but also to raise their awareness of their own culture. Who is only familiar with his own culture does not really know it.   |

#### TRANSFORMATION MAP. THE FOUR SCOPES

| SCOPES WHERE IMPROVEMENTS TAKE PLACE |   |
|--------------------------------------|---|
| 1                                    | <b>SCOPE OF CURRICULUM DEVELOPMENT AND METHODOLOGY ADCM</b><br>Teaching-learning process, teaching practice in the classroom, teaching materials and resources, technical criteria and assessment tools |
| 2                                    | <b>ORGANIZATIONAL AND OPERATING SCOPE AOFU</b><br>Coordination of teaching teams, grouping, time organization and performance standards   |
| 3                                    | <b>COMMUNITY SCOPE ACOM</b><br>Relations within the school and relationships between families and environment.  |

|   |   |
|---|---|
| 4 | SCOPE OF PROFESSIONAL DEVELOPMENT AND TRAINING APFO |
|   | Staff professional training needs                   |

**DESCRIPTION AND IMPROVEMENTS PLANNING (REPORT PER SCHOOL)**

| # | IMPROVEMENTS   | OBJECTIVES  | TASKS / ACTIVITIES   | RESOURCES   | METHODOLOGY  | SCHEDULE        | ASSESSMENT   |
|---|--|---|--|---|--|-----------------|--|
|   | <b>CEIP ALBAIT</b>   |   |  |   |  |                 |  |
| 1 | To try out new methodologies in the classroom through the use of digital devices to visualize text books | <ul style="list-style-type: none"> <li>- Daily use of the digital books</li> <li>- To take advantage of the use of tablets as a teaching resource (dictionary, translator, digital diary, calculator, audio, browsers, camera...)</li> <li>- To use text messages and emails to exchange information and documents, without printing them.</li> <li>-To improve the communicative competence in their mother tongue as well as in a foreign language.</li> <li>-To share documents with other teachers, even with other schools.</li> </ul> | <ul style="list-style-type: none"> <li>- Use of the dictionary at any time.</li> <li>- Use of the translator when necessary.</li> <li>- Use of the digital diary and the alarms available.</li> <li>- Use of the calculator to check the results.</li> <li>- Recording individual or team activities such as reading exercises and oral expositions.</li> <li>- Use of Internet browsers to look for information.</li> <li>- Use of the</li> </ul> | <ul style="list-style-type: none"> <li>-Wi-Fi access in the classroom</li> <li>- Internet access</li> <li>- Apps in the tablet</li> <li>- IWB</li> <li>-Teacher' and students' tablets</li> </ul> | Scientific investigation/<br>Information processing/<br>Constructivism | All school year | <ul style="list-style-type: none"> <li>-Final report of the experimental programme with digital tables.</li> <li>-Q4i reports.</li> <li>-The amount of videos recorded.</li> <li>- The number of emails and messages sent.</li> <li>- The amount of online assessments.</li> </ul> |

| # | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES   | RESOURCES  | METHODOLOGY   | SCHEDULE        | ASSESSMENT  |
|---|---|---|--|--|---|-----------------|---|
|   |   | <ul style="list-style-type: none"> <li>-To lighten the schoolbags and turning them into 'digital schoolbags'</li> <li>- To introduce online assessment.</li> </ul>  | <ul style="list-style-type: none"> <li>camera to take photos to improve their projects.</li> <li>- Use of the camera to record videos related to the topics studied in class.</li> <li>- Use the tablet to send messages and communicate with the students.</li> <li>- Use the email to communicate with teachers, students and even with other schools.</li> <li>-Online assessment.</li> </ul> |  |   |                 |   |
| 2 | To introduce new methodologies to improve the learning to learn competence, encouraging the students to | <ul style="list-style-type: none"> <li>- To use QR codes to motivate students to look for information.</li> <li>- To make our own AR models and use existing ones.</li> <li>- To create Teaching</li> </ul> | <ul style="list-style-type: none"> <li>- Design our own QR codes to stimulate the search of information.</li> <li>- Design our own AR models to</li> </ul>   | <ul style="list-style-type: none"> <li>-Wifi access in the classroom</li> <li>- Internet access</li> <li>- Apps in the tablet</li> <li>- IWB</li> <li>-Teacher' and students' tablets</li> </ul> | Cooperative and dialogic methodologies/ Social model. | All school year | <ul style="list-style-type: none"> <li>- Number of QR codes done.</li> <li>-Number of AR models designed.</li> <li>Nº de modelos RA diseñados.</li> </ul> |

| # | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES  | RESOURCES   | METHODOLOGY   | SCHEDULE   | ASSESSMENT   |
|---|---|---|---|---|---|------------|--|
|   | create their own didactic resources   | Units with exelearning.<br>- To write, design and print their own stories and share with other classrooms so any student can read them.   | motivate the learning of contents.<br>- Use existing AR models as a didactic resource.<br>- Do 3D expositions.<br>- Students will create their own Teaching Units with exelearning.<br>- Write, design and print their own stories using the suitable apps. |   |   |            | - T.U. done.<br>- Number of stories published.   |
| 3 | To establish relationships with students from another school in this project to exchange knowledge and share personal experiences | - To improve the writing skills in their mother tongue and in a foreign language.<br>- To improve the reading comprehension in their mother tongue and in a foreign language.<br>- To use the internet to exchange information. | -Write the biography of grand-parents or great-grand-parents in English (6th P) and in Spanish (5th P).<br>- Exchange the students' productions with a  | - Internet access<br>-Emails<br>- Digital publication apps.<br>- USB pen drive<br>-Teacher' and students' tablets | - An active methodology that fosters the learning to learn competence and the sense of initiative and entrepreneurship.<br>- Exchange with another school | Third Term | - Assessment of the contents created and of the process.<br>- External assessment from another school. |

| # | IMPROVEMENTS   | OBJECTIVES   | TASKS / ACTIVITIES  | RESOURCES   | METHODOLOGY                                       | SCHEDULE        | ASSESSMENT  |
|---|--|--|---|---|---|-----------------|---|
|   |  | <ul style="list-style-type: none"> <li>-To learn about the jobs and professions of their relatives and the typical ones in the area.</li> <li>- To know better their wide community.</li> </ul>  | school in another town to see the similarities and differences.   |   |   |                 |   |
| 4 | To integrate technology in their daily routines to improve their digital competence, the information processing abilities, their autonomy and to foster the sense of initiative and entrepreneurship | <ul style="list-style-type: none"> <li>-To stimulate the creativity by using digital apps which allow the students to create artistic works.</li> <li>-To use different resources, offline and online, to search and organize information.</li> <li>-To create visual and audio contents with suitable programmes.</li> <li>- To use educational apps to support the teaching and learning process.</li> <li>- To look for information on the Internet and use it in their productions.</li> <li>-To make classroom</li> </ul> | <ul style="list-style-type: none"> <li>-Make artistic works and digital compositions using different apps related to photography, drawing and painting, etc.</li> <li>- Use online and offline resources (browsers, enciclopedias) to look for information.</li> <li>- Record films with Movie Studio.</li> <li>- Make presentations with Keynote and expose them to the</li> </ul> | <ul style="list-style-type: none"> <li>-Wi-Fi access in the classroom</li> <li>- Internet access</li> <li>- Apps in the tablet</li> <li>- IWB</li> <li>-Teacher' and students' tablets</li> </ul> | Information processing approach (Constructivism). | All school year | <ul style="list-style-type: none"> <li>-Digital works submitted to Consumópolis contest.</li> <li>- Films recorded in the English classroom.</li> <li>- Presentations made in C.Medi (Science, Geography and History)</li> <li>- Number of mind maps made.</li> </ul> |



| # | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES   | RESOURCES   | METHODOLOGY                   | SCHEDULE        | ASSESSMENT  |
|---|---|---|--|---|-------------------------------|-----------------|---|
|   |   | presentations with the convenient apps and expose them in the classroom.<br>- To make mind maps with the suitable apps.   | whole group.<br>- Make mind maps using Mindo.  |   |                               |                 |   |
| 5 | To adapt the teaching and learning process to the diversity of the pupils and their needs | -To motivate those pupils with specific learning needs with more motivating hypertexts.<br>-To use electronic documents to develop and improve their writing and reading skills.<br>- To use programmes that improve their reading speed.<br>- To use educational apps suitable to their level. | - Train the eye muscles to improve the reading speed.<br>-Digital exercises to read words, columns or texts without vowels.<br>-Mysterious reading activities.<br>- Spelling activities.<br>- Measure the reading speed.<br>- Read different types of texts, aloud, in silence, individually and in groups.<br>- Plan the curricular | -Wi-Fi access in the classroom<br>- Internet access<br>- Apps in the tablet<br>- IWB<br>-Teacher' and students' tablets<br>- cillueca.educa.aragon.es | Personalized teaching methods | All school year | - Number of apps installed.<br>- Linguistic and mathematic support activities included in Contrato-programa.<br>-Improvement on the reading speed of each student.<br>- Visual training sessions. |

| # | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES  | RESOURCES  | METHODOLOGY   | SCHEDULE  | ASSESSMENT  |
|---|---|---|---|--|---|---|---|
|   |   |   | adaptation of those pupils with specific learning needs.<br>- Use of suitable educational apps for these pupils with specific learning needs.   |  |   |   |   |
|   | <b>CIPFP MISLATA</b>  |   |   |  |   |   |   |
| 6 | To create and Implement a computer tool to design moodle environment forms to improve the organization and management.<br>Part 1: To design tools for Forms to collect through Moodle | - Design tools for Forms to collect data Through Moodle<br>- Reduce energy consumption and paper<br>- Increase the participation of staff and other users in collecting data through Internet | - Design the Form tool adapted to our Virtual Campus<br>- Adapt this tool to each one of the activities in which we want to use them<br>- Train staff in the use of the forms<br>- Collect, analyze and deal with incidents arising in this process<br>- Use of the | - School staff<br>- Own computers<br>- Web<br>- Server of Virtual Campus<br>- Moodle | - Workshops to design tool Forms<br>- Develop manuals about Forms generation and user manuals<br>- Use of Moodle forum<br>To communicate with school staff<br>- Collect or communicate incidents and solve problems | - February 2014: analysis and design the Form Tool<br>- March 2014: implementation of Forms to "Recovery plans" and "FCT viewing"<br>- May 2014: Implement Form of "Extracurricular | - Number of activities managed through the Form<br>- Number of incidents occurred during implementation phase of Forms (e-ticket)<br>staff satisfaction with the use of ICT |

| # | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES  | RESOURCES  | METHODOLOGY   | SCHEDULE  | ASSESSMENT   |
|---|---|---|---|--|---|---|--|
|   |   |   | information collected   |  |   | Activities"<br>- July 2014: evaluation and analysis of this process   | in school management   |
| 7 | To create and Implement a computer tool to design moodle environment forms to improve the organization and management. Part 2: To reduce energy consumption and paper | <ul style="list-style-type: none"> <li>- Design tools for Forms to collect data Through Moodle</li> <li>- Reduce energy consumption and paper</li> <li>- Increase the participation of staff and other users in collecting data through Internet</li> </ul> | <ul style="list-style-type: none"> <li>- Design the Form tool adapted to our Virtual Campus</li> <li>- Adapt this tool to each one of the activities in which we want to use them</li> <li>- Train staff in the use of the forms</li> <li>- Collect, analyze and deal with incidents arising in this process</li> <li>- Use of the information collected</li> </ul> | <ul style="list-style-type: none"> <li>- School staff</li> <li>- Own computers</li> <li>- Web</li> <li>- Server of Virtual Campus</li> <li>- Moodle</li> </ul> | <ul style="list-style-type: none"> <li>- Workshops to design tool Forms</li> <li>- Develop manuals about Forms generation and user manuals</li> <li>- Use of Moodle forum</li> <li>To communicate with school staff</li> <li>- Collect or communicate incidents and solve problems</li> </ul> | <ul style="list-style-type: none"> <li>- February 2014: analysis and design the Form Tool</li> <li>- March 2014: implementation of Forms to "Recovery plans" and "FCT viewing"</li> <li>- May 2014: Implement Form of "Extracurricular Activities"</li> <li>- July 2014: evaluation and analysis of this process</li> </ul> | <ul style="list-style-type: none"> <li>- Number of activities managed through the Form</li> <li>- Number of incidents occurred during implementation phase of Forms (e-ticket)</li> <li>staff satisfaction with the use of ICT in school management</li> </ul> |

| # | IMPROVEMENTS   | OBJECTIVES  | TASKS / ACTIVITIES  | RESOURCES  | METHODOLOGY  | SCHEDULE  | ASSESSMENT  |
|---|--|---|---|--|--|---|---|
| 8 | To create and Implement a computer tool to design moodle environment forms to improve the organization and management.<br>Part 3: To increase the participation of staff and other users in collecting data through internet | <ul style="list-style-type: none"> <li>- Design tools for Forms to collect data Through Moodle</li> <li>- Reduce energy consumption and paper</li> <li>- Increase the participation of staff and other users in collecting data through Internet</li> </ul> | <ul style="list-style-type: none"> <li>- Design the Form tool adapted to our Virtual Campus</li> <li>- Adapt this tool to each one of the activities in which we want to use them</li> <li>- Train staff in the use of the forms</li> <li>- Collect, analyze and deal with incidents arising in this process</li> <li>- Use of the information collected</li> </ul> | <ul style="list-style-type: none"> <li>- School staff</li> <li>- Own computers</li> <li>- Web</li> <li>- Server of Virtual Campus</li> <li>- Moodle</li> </ul> | <ul style="list-style-type: none"> <li>- Workshops to design tool Forms</li> <li>-Develop manuals about Forms generation and user manuals</li> <li>- Use of Moodle forum</li> <li>To communicate with school staff</li> <li>- Collect or communicate incidents and solve problems</li> </ul> | <ul style="list-style-type: none"> <li>- February 2014: analysis and design the Form Tool</li> <li>- March 2014: implementation of Forms to "Recovery plans" and "FCT viewing"</li> <li>- May 2014: Implement Form of "Extracurricular Activities"</li> <li>- July 2014: evaluation and analysis of this process</li> </ul> | <ul style="list-style-type: none"> <li>- Number of activities managed through the Form</li> <li>- Number of incidents occurred during implementation phase of Forms (e-ticket) staff satisfaction with the use of ICT in school management</li> </ul> |
|   | <b>COLEGIO HERNANDEZ</b>   |   |   |  |  |   |   |
| 9 | To increase language competence in   | <ul style="list-style-type: none"> <li>- Knowing the diversity of different European realities and its</li> </ul>   | <ul style="list-style-type: none"> <li>- Activity 1</li> <li>Choosing of logo and mascot for the</li> </ul>   | <ul style="list-style-type: none"> <li>- WEB page project.</li> <li>- E-mail communication.</li> <li>-Physical and virtual</li> </ul>                          | <ul style="list-style-type: none"> <li>-Collaborative methodology: dynamic group .</li> </ul>  | <ul style="list-style-type: none"> <li>- General: Start 10th of March, ends 31thof</li> </ul>   | <ul style="list-style-type: none"> <li>- Pre-evaluation to evaluate prior</li> </ul>  |

| # | IMPROVEMENTS   | OBJECTIVES   | TASKS / ACTIVITIES | RESOURCES  | METHODOLOGY  | SCHEDULE  | ASSESSMENT  |
|---|--|--|--------------------|--|--|---|---|
|   | English and consolidate the feeling of European Citizenship. Part 1: Choosing of logo and mascot for the project | dimension .<br>- Interact with other European partners.<br>- Learning to speak, listen, negotiate and making shared decisions. | project .          | mobility (video conference)<br>-E-twinning platform. | -Provide safe and nice environment to promote meaningful learning activities that encourage the development of creativity and self-esteem .<br>- Educational community Involvement . | May.<br>- Activity 1 (logo, mascot) from 10 to 22 of March. | knowledge of partner countries, jobs of the past, assessment instruments etc.<br>- Data collection and working meetings with different partners<br>- Final evaluation of the planned improvement measures: degree of implementation and the impact achieved in the educational community (students, teachers, |

| #  | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES   | RESOURCES  | METHODOLOGY   | SCHEDULE  | ASSESSMENT  |
|----|---|---|--|--|---|---|---|
|    |   |   |  |  |   |   | families ...)   |
| 10 | To increase language competence in English and consolidate the feeling of European Citizenship. Part 2: To design of the Hardcopy Book: "Knowing me, knowing EU:Old jobs in Europe"(Pre-Primary-1st,2nd Year Primary) and e-book version (3rd-4th-5th-6th Year Primary) | <ul style="list-style-type: none"> <li>- Knowing the diversity of different European realities and its dimension .</li> <li>- Interact with other European partners .</li> <li>- Learning to speak, listen, negotiate and making shared decisions.</li> </ul> | <ul style="list-style-type: none"> <li>- Activity 2 Creating Hardcopy and e-book of professions "Knowing EU": Old jobs, New Opportunities .</li> </ul> | <ul style="list-style-type: none"> <li>- WEB page project.</li> <li>- E-mail communication.</li> <li>-Physical and virtual mobility (video conference)</li> <li>-E-twinning platform.</li> </ul> | <ul style="list-style-type: none"> <li>-Collaborative methodology: dynamic group .</li> <li>-Provide safe and nice environment to promote meaningful learning activities that encourage the development of creativity and self-esteem .</li> <li>- Educational community Involvement .</li> </ul> | <ul style="list-style-type: none"> <li>- General: Start 10th of March, ends 31thof May.</li> <li>- Activity 2 ( "Knowing EU" books) from 25thof March to 30thof April.</li> </ul> | <ul style="list-style-type: none"> <li>- Pre-evaluation to evaluate prior knowledge of partner countries, jobs of the past, assessment instruments etc.</li> <li>- Data collection and working meetings with different partners</li> <li>- Final evaluation of the planned improvement measures: degree of implementation and the impact</li> </ul> |

| #  | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES   | RESOURCES  | METHODOLOGY   | SCHEDULE  | ASSESSMENT  |
|----|---|---|--|--|---|---|---|
|    |   |   |  |  |   |   | achieved in the educational community (students, teachers, families ...)  |
| 11 | To increase language competence in English and consolidate the feeling of European Citizenship. Part 3: Creation of the enterprise FUTURE | <ul style="list-style-type: none"> <li>- Knowing the diversity of different European realities and its dimension .</li> <li>- Interact with other European partners .</li> <li>- Learning to speak, listen, negotiate and making shared decisions.</li> </ul> | <ul style="list-style-type: none"> <li>- Activity 3 Creation of FUTURE enterprise (From Us To you Reinventing Europe ).</li> </ul> | <ul style="list-style-type: none"> <li>- WEB page project.</li> <li>- E-mail communication.</li> <li>-Physical and virtual mobility (video conference)</li> <li>-E-twinning platform.</li> </ul> | <ul style="list-style-type: none"> <li>-Collaborative methodology: dynamic group .</li> <li>-Provide safe and nice environment to promote meaningful learning activities that encourage the development of creativity and self-esteem .</li> <li>- Educational community Involvement .</li> </ul> | <ul style="list-style-type: none"> <li>- General: Start 10th of March, ends 31th of May.</li> <li>- Activity 3 (FUTURE creation) from 1to 31 of May.</li> </ul> | <ul style="list-style-type: none"> <li>- Pre-evaluation to evaluate prior knowledge of partner countries, jobs of the past, assessment instruments etc.</li> <li>- Data collection and working meetings with different partners</li> <li>- Final evaluation of the planned</li> </ul> |

| #  | IMPROVEMENTS   | OBJECTIVES   | TASKS / ACTIVITIES   | RESOURCES   | METHODOLOGY  | SCHEDULE  | ASSESSMENT   |
|----|--|--|--|---|--|---|--|
|    |  |  |  |   |  |   | improvement measures: degree of implementation and the impact achieved in the educational community (students, teachers, families ...)   |
| 12 | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 1: Familiarisation with ICT resources | <ul style="list-style-type: none"> <li>- Knowing the consequences of the wrong use or abuse of social networks (Netiquette)</li> <li>- how to manage ICT resources.</li> <li>- Knowing the specific Internet language and social networking language.</li> </ul> | <ul style="list-style-type: none"> <li>- Activity 1 Familiarization with ICT resources.</li> </ul> | <ul style="list-style-type: none"> <li>- WEB page.</li> <li>- Digital screens.</li> <li>- Film “Desperta”</li> <li>- Check-list.</li> <li>- Laptops.</li> </ul> | <ul style="list-style-type: none"> <li>- Collaborative methodology. Conscience of the effective tool for changing behaviours and habits.</li> <li>- We help our students to discover and show their true potential.</li> </ul> | <ul style="list-style-type: none"> <li>- General: Starts 10th of March, ends 31 of May.</li> <li>- Activity 1 (ICT resources management) 10th of March to 31st of May.</li> </ul> | <ul style="list-style-type: none"> <li>- Pre-evaluation to evaluate prior knowledge of students.</li> <li>- Data collection and self-evaluation of each session by the students.</li> <li>- Final evaluation of the planned</li> </ul> |



| #  | IMPROVEMENTS   | OBJECTIVES   | TASKS / ACTIVITIES   | RESOURCES  | METHODOLOGY  | SCHEDULE  | ASSESSMENT   |
|----|--|--|--|--|--|---|--|
|    |  |  |  |  |  |   | improvement measures:<br>status of implementation and the impact achieved in the school (students, teachers, families ...)   |
| 13 | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 2: Creating a Virtual Profile | <ul style="list-style-type: none"> <li>- Knowing the consequences of the wrong use or abuse of social networks (Netiquette)</li> <li>- how to manage ICT resources.</li> <li>- Knowing the specific Internet language and social networking language.</li> </ul> | <ul style="list-style-type: none"> <li>- Activity 2 Creating a Virtual Profile.</li> </ul> | <ul style="list-style-type: none"> <li>- WEB page.</li> <li>- Digital screens.</li> <li>- Film "Desperta"</li> <li>-Check-list.</li> <li>- Laptops.</li> </ul> | <ul style="list-style-type: none"> <li>- Collaborative methodology. Conscience of the effective tool for changing behaviours and habits.</li> <li>- We help our students to discover and show their true potential.</li> </ul> | <ul style="list-style-type: none"> <li>- General: Starts 10th of March, ends 31 of May.</li> <li>- Activity 2 (profile creation) del 20th of March to 11th of April.</li> </ul> | <ul style="list-style-type: none"> <li>- Pre-evaluation to evaluate prior knowledge of students.</li> <li>- Data collection and self-evaluation of each session by the students.</li> <li>- Final evaluation of the planned improvement measures:</li> </ul> |

| #  | IMPROVEMENTS  | OBJECTIVES   | TASKS / ACTIVITIES  | RESOURCES  | METHODOLOGY  | SCHEDULE  | ASSESSMENT  |
|----|---|--|---|--|--|---|---|
|    |   |  |   |  |  |   | status of implementation and the impact achieved in the school (students, teachers, families ...)   |
| 14 | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 3: Selection of vocabulary for specific concepts | <ul style="list-style-type: none"> <li>- Knowing the consequences of the wrong use or abuse of social networks (Netiquette)</li> <li>- how to manage ICT resources.</li> <li>- Knowing the specific Internet language and social networking language.</li> </ul> | <ul style="list-style-type: none"> <li>- Activity 3 Selection of vocabulary for specific concepts.</li> </ul> | <ul style="list-style-type: none"> <li>- WEB page.</li> <li>- Digital screens.</li> <li>- Film "Desperta"</li> <li>-Check-list.</li> <li>- Laptops.</li> </ul> | <ul style="list-style-type: none"> <li>- Collaborative methodology. Conscience of the effective tool for changing behaviours and habits.</li> <li>- We help our students to discover and show their true potential.</li> </ul> | <ul style="list-style-type: none"> <li>- General: Starts 10th of March, ends 31 of May.</li> <li>- Activity 3 (concepts vocabulary) from 14th of April to 31st of May.</li> </ul> | <ul style="list-style-type: none"> <li>- Pre-evaluation to evaluate prior knowledge of students.</li> <li>- Data collection and self-evaluation of each session by the students.</li> <li>- Final evaluation of the planned improvement measures: status of implementation</li> </ul> |

| #  | IMPROVEMENTS   | OBJECTIVES   | TASKS / ACTIVITIES              | RESOURCES   | METHODOLOGY  | SCHEDULE  | ASSESSMENT   |
|----|--|--|---------------------------------|---|--|---|--|
|    |  |  |                                 |   |  |   | and the impact achieved in the school (students, teachers, families ...)   |
| 15 | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 4: Parents School | <ul style="list-style-type: none"> <li>- Knowing the consequences of the wrong use or abuse of social networks (Netiquette)</li> <li>- how to manage ICT resources.</li> <li>- Knowing the specific Internet language and social networking language.</li> </ul> | - Activity 4<br>Parents School. | <ul style="list-style-type: none"> <li>- WEB page.</li> <li>- Digital screens.</li> <li>- Film "Desperta"</li> <li>- Check-list.</li> <li>- Laptops.</li> </ul> | <ul style="list-style-type: none"> <li>- Collaborative methodology. Conscience of the effective tool for changing behaviours and habits.</li> <li>- We help our students to discover and show their true potential.</li> </ul> | <ul style="list-style-type: none"> <li>- General: Starts 10th of March, ends 31 of May.</li> <li>- Activity 4 (Parents School) from 14 to 28 of May.</li> </ul> | <ul style="list-style-type: none"> <li>- Pre-evaluation to evaluate prior knowledge of students.</li> <li>- Data collection and self-evaluation of each session by the students.</li> <li>- Final evaluation of the planned improvement measures: status of implementation and the impact achieved in the</li> </ul> |

| #  | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES  | RESOURCES  | METHODOLOGY  | SCHEDULE   | ASSESSMENT   |
|----|---|---|---|--|--|--|--|
|    |   |   |   |  |  |  | school<br>(students,<br>teachers,<br>families ...)   |
|    | <b>COLEGIO PALMA</b>  |   |   |  |  |  |  |
| 16 | TECHNOLOGICAL CHALLENGE.<br>Technological challenge<br>(participation in First Lego League) 1ST PART: SCIENTIFIC PROJECT; 2ND PART: ROBOTIC | 1ST PART: SCIENTIFIC PROJECT<br><br>- To become aware of the importance of the environment.<br>- To develop ability to analyze.<br>- To develop creativity and innovation.<br>- To encourage collaboration between group members.<br>- To respect opinions of others.<br>- To be able to explain to others. | - Environmental problems research.<br>- Problem solving skills.<br>- Brain storming of possible solutions.<br>- Agreement to best solution.<br>- Project development.<br>- Presentation of the project.<br>- Concise presentation of project with graphics. | - Bibliography.<br>- Internet.<br>- Recycled material to make prototype. | - To direct the investigations carried out by students from the early stages.<br>- To encourage creativity and autonomy among the group members. | - To collect data and select a problem to be tackled in November.<br>- Agree to best solution in December<br>- To develop the project in February. | - Through questionnaires done by students.<br>- External evaluation (results of participation and judgement panel) |
|    |   | 2ND PART: ROBOTIC<br><br>- Evaluate the mechanical, physical and  | - Analysis of the functions the robot will have to carry out.   | - Test board.<br>- Windstorm Lego robot.<br>- Laptop.                    | - Establish the best way to solve problems through scientific method.  | - Analyze and design the   | Questionnaires done by students.   |

| #  | IMPROVEMENTS   | OBJECTIVES   | TASKS / ACTIVITIES  | RESOURCES   | METHODOLOGY   | SCHEDULE   | ASSESSMENT  |
|----|--|--|---|---|---|--|---|
|    |  | technological problems which they will have to face.<br>- Introduce the students to the software program.<br>- Promote team work and cooperation.<br>- Interconnect acquired knowledge and demonstrate significant learning. | - Robot design<br>- Program the robot.<br>- Test the solutions.<br>- Evaluate and improve the process   | - Specific software.  |   | robot in November.<br>- Begin the programme in December.<br>- Optimize solutions in January and February |   |
| 17 | DRAMA DAY.<br>Promote reading and get interested in drama. PART 1, 2 and 3 | <b>PART 1</b><br>- Find appropriate plays for each level.<br>- Choose themes which interest the students.<br>- Choose plays which will be easily staged.   | - Select various plays which fulfil the objectives.   | - Internet resources.<br>Backdrops from publishers.<br>- Libraries book-shops, teachers students. | - Personal evaluation of the plays.<br>- Group decision to decide on the most suitable one. | - First term of 2013-2014<br>- Group decision made by 24th October 2013 as to most suitable play.        | Students hand voting for the final choice.  |
|    |  | <b>PART 2</b><br>- Develop the capacity of analysis and synthesis.<br>- Develop the communication skills.  | - Reading of the books provided by the teacher.<br>- Choosing of a favourite book.<br>- Take part in an | - Short-listed books.<br>- Teachers and pupils.   | - Individual valuation of the book.<br>- Assembly and group debate.                         | - November 2013.<br>- Assembly during the week from November 7 to  | Through the voting made by the students to select the book as seen on record n° 2 |

| #  | IMPROVEMENTS  | OBJECTIVES   | TASKS / ACTIVITIES  | RESOURCES  | METHODOLOGY   | SCHEDULE   | ASSESSMENT  |
|----|---|--|---|--|---|--|---|
|    |   | <ul style="list-style-type: none"> <li>- Foster debate and respect for others opinions.</li> <li>- Participate in a democratic way in decision-making.</li> </ul>  | debate to support the choice.   |  |   | November 14  |   |
| 18 | BOOK DAY. To promote the reading and to take part in a solidary project       | <b>PART 3</b> <ul style="list-style-type: none"> <li>- Develop memory capacity.</li> <li>- Improve the ability of expression and declamation</li> <li>- Promote the artistic activity.</li> <li>- Encourage team-working.</li> </ul> | <ul style="list-style-type: none"> <li>- Readings with intonation of different scenes.</li> <li>- Preparation of the sets.</li> <li>- Preparation of the wardrobe.</li> <li>- Rehearsal with text learn by heart.</li> <li>- Representation of the play.</li> </ul> | <ul style="list-style-type: none"> <li>- Play script.</li> <li>- Set materials (wood, paper, paperboard,...)</li> <li>- Teachers and students.</li> </ul>                | Knowledge of the text by characters and groups, team-working build of sets. | <ul style="list-style-type: none"> <li>- January and February of 2014.</li> <li>- The play takes place on 27th of February 2014 whit the attendance of students an students families.</li> </ul> | <ul style="list-style-type: none"> <li>- Through Students and family surveys.</li> <li>- Valuation of the teachers. Record number 3.</li> </ul> |
|    | <b>COLEGIO VIRGEN DEL CARMEN</b>  |  |   |  |   |  |   |
| 19 | To work experimental learning through a workshop creating a giant planetarium | <ul style="list-style-type: none"> <li>- To know the main characteristics of our solar system</li> <li>- To make a miniature of our solar system following the right</li> </ul>  | <ul style="list-style-type: none"> <li>- Teachers exposition of the most important characteristics of our solar system</li> <li>- Support video</li> </ul>  | <ul style="list-style-type: none"> <li>- Paper Mache</li> <li>- Paintings</li> <li>- Brushes</li> <li>- Computers</li> <li>- Projectors</li> <li>- Play dough</li> </ul> | Cooperative work of students of the 4 years in Secondary                    | April 2014   | Satisfaction survey for students<br>Satisfaction survey for teachers.   |

| #  | IMPROVEMENTS            | OBJECTIVES   | TASKS / ACTIVITIES   | RESOURCES                          | METHODOLOGY                         | SCHEDULE   | ASSESSMENT                |
|----|-------------------------|--|--|------------------------------------|-------------------------------------|------------|---------------------------|
|    |                         | suitable proportions in size and distance<br>- To know how to use the paper mache technique<br>- To prepare explanatory posters for each planet<br>- To make a presentation of the final project to all students in the secondary school<br>- To develop interpersonal skills<br>- To encourage positive interdependence | - Search on the internet for the most important characteristics of the planet assigned to each group of work<br>- Creation of the planet by each group using the paper mache technique<br>- Creation of explanatory posters for each planet<br>- Preparation by each group of the expositions about their planets<br>- Exposition of the final project to all students at secondary school | - Cardboards<br>- Video cameras    |                                     |            | Indicators of achievement |
| 20 | To work on experimental | - To motivate cooperative learning   | - Selection of the name of the   | - Audio/visual class<br>- IT class | Cooperative work of students of the | April 2014 | Satisfaction survey for   |

| # | IMPROVEMENTS  | OBJECTIVES   | TASKS / ACTIVITIES  | RESOURCES   | METHODOLOGY          | SCHEDULE | ASSESSMENT   |
|---|---|--|---|---|----------------------|----------|--|
|   | learning through a workshop (Our school in the radio waves) | <ul style="list-style-type: none"> <li>- To improve writing and speaking skills</li> <li>- To acquire communication skills</li> <li>- To stimulate creativity</li> <li>- To find out a new mass media at school</li> <li>- To know the importance of mass media in our society</li> <li>- To study the technological development of the mass media in our society</li> <li>- To introduce students to how a broadcasting entity works</li> <li>- To learn how to make a radio script</li> <li>- To encourage positive interdependence</li> </ul> | broadcasting entity<br>- Creation of a guide for our broadcasting entity: news, music, entertainment, adverts...<br>- Search of programmes, news, or events related with school<br>- Get familiar with the radio mass media: microphones, cables, mixing box...<br>- Creation of radio programmes<br>- Preparation and edition of the audio<br>- Radio broadcasting<br>- Individual and | - Computers<br>- Microphones<br>- Headphones<br>- Sound equipment | 4 years at Secondary |          | students<br>Satisfaction survey for teachers.<br>Indicators of achievement |



| #  | IMPROVEMENTS   | OBJECTIVES  | TASKS / ACTIVITIES   | RESOURCES   | METHODOLOGY  | SCHEDULE   | ASSESSMENT   |
|----|--|---|--|---|--|------------|--|
|    |  |   | group self assessment  |   |  |            |  |
| 21 | To work experimental learning through a workshop (Finding out about 'La Ermita' -a protected natural area in Vila-real-) | <ul style="list-style-type: none"> <li>- To enjoy nature</li> <li>- To appreciate and respect our closest environment</li> <li>- To know the protected natural area 'La Ermita'</li> <li>- To discover the 'Botanic route'</li> <li>- To know the traditional culture of our village</li> <li>-To participate in a photography contest about nature</li> <li>- To develop interpersonal skills</li> <li>-To encourage positive interdependence</li> </ul> | <ul style="list-style-type: none"> <li>-Guided excursion through the 'Botanic route', the Ermita mill and the Nature Centre</li> <li>- Visit to the ethnological museum</li> <li>- Practical activity about photography of nature</li> <li>- To take pictures to participate in Karibu contest</li> <li>- Use of the field notebook in all the outdoors activities</li> <li>- Environmental practice at the nature protected area</li> <li>-To watch a film about the Mijares river</li> </ul> | Documentary about the Mijares river<br>City council guides from the nature department.<br>Field notebook<br>Leaflet<br>Maps | Cooperative work of students in 2nd and 3rd years in Primary | April 2014 | Satisfaction survey for students<br>Satisfaction survey for teachers.<br>Indicators of achievement<br>Final results of the field notebook.<br>Final project.<br>Co evaluation and self-assessment. |

| #  | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES   | RESOURCES   | METHODOLOGY   | SCHEDULE                      | ASSESSMENT   |
|----|---|---|--|---|---|-------------------------------|--|
| 22 | Training for teachers in educative innovation techniques            | To control techniques about simple cooperative learning<br>To apply these techniques during our daily routines classes<br>To elaborate an organization chart with all the cooperative learning techniques which are used at our school. | Explanation about cooperative learning<br>Study of all the parts in which consist on cooperative learning<br>Exposition of all the cooperative learning techniques<br>Analysis of these techniques<br>Planning for the application of these techniques at Primary and Secondary school | Classes. Projector.<br>Computer.<br>Bibliography  | Oral exposition in big groups<br>Study of these techniques in cooperative groups<br>Decision-making to distribute all the different techniques from 1st year at Primary until 4th year at Secondary | March, April and May in 2014. | Satisfaction survey for students<br>Satisfaction survey for teachers.<br>Indicators of achievement.<br>Registration of all the techniques used at school |
|    | <b>IES LEONARDO DA VINCI</b>  |   |  |   |   |                               |  |
| 23 | To improve the performance of secondary students (1º 2º and 3º ESO) | - Identify those students with a profile that fits the improvement plan with a diagnostic pre - assessment of   | - Design of the pre - assessment<br>- Detection of students with learning difficulties   | 1 teacher, Department of Geography / History .<br>1 Professor,<br>Department of Physical Education. | - Daily work in the classroom with groups of up to 17 or 18 students, either panels or  | March, April and May in 2014. | - Analysis of the results obtained in the different assessments  |

| # | IMPROVEMENTS | OBJECTIVES   | TASKS / ACTIVITIES   | RESOURCES   | METHODOLOGY  | SCHEDULE | ASSESSMENT   |
|---|--------------|--|--|---|--|----------|--|
|   |              | competences.<br>- Redirect students who fail to acquire basic skills.<br>- Develop personalized support to students who have learning disabilities to help them get the basic skills of their level. | - Allocation of students to the corresponding groups<br>- Carrying out the activities designed about reading incentive | 1 teacher, Department of Mathematics.<br>1 teacher of English + Spanish Language .<br>½ teacher, Department of Drawing. | the splittings of others.<br>- Tasks about introducing students to the school, primary minimum (reading and writing) , and counseling and reintegration to appropriate levels<br>- Personalized support by therapeutic pedagogy teachers and the support of psychologists.<br>- Establishment of curricula tailored to the specific needs of students, in order to guarantee at least get to |          | - Comparison with the results of previous courses<br>- Last Survey families to monitor progress or improvement |

| #  | IMPROVEMENTS                               | OBJECTIVES   | TASKS / ACTIVITIES   | RESOURCES   | METHODOLOGY   | SCHEDULE                      | ASSESSMENT  |
|----|--|--|--|---|---|-------------------------------|---|
|    |  |  |  |   | curricular diversification , and the achievement of ESO graduate.<br>- Use (according to the plan to encourage reading ) library to improve the activity of reading.  |                               |   |
| 24 | To reduce the number of students repeaters | <ul style="list-style-type: none"> <li>- Identify those students with a profile that fits the improvement plan with a diagnostic pre - assessment of competences.</li> <li>- Redirect students who fail to acquire basic skills.</li> <li>- Develop personalized support to students who have learning disabilities to help them get the basic skills of their level.</li> </ul> | <ul style="list-style-type: none"> <li>- Design of the pre - assessment</li> <li>- Detection of students with learning difficulties</li> <li>- Allocation of students to the corresponding groups</li> <li>- Carrying out the activities designed about reading incentive</li> </ul> | 1 teacher, Department of Geography / History .<br>1 Professor, Department of Physical Education.<br>1 teacher, Department of Mathematics.<br>1 teacher of English + Spanish Language .<br>½ teacher, Department of Drawing. | <ul style="list-style-type: none"> <li>- Daily work in the classroom with groups of up to 17 or 18 students, either panels or the splittings of others.</li> <li>- Tasks about introducing students to the school, primary minimum (reading and writing) , and</li> </ul> | March, April and May in 2014. | <ul style="list-style-type: none"> <li>- Analysis of the results obtained in the different assessments</li> <li>- Comparison with the results of previous courses</li> <li>- Last Survey families to monitor progress or improvement</li> </ul> |

| # | IMPROVEMENTS | OBJECTIVES | TASKS / ACTIVITIES | RESOURCES | METHODOLOGY  | SCHEDULE | ASSESSMENT |
|---|--------------|------------|--------------------|-----------|--|----------|------------|
|   |              |            |                    |           | counseling and<br>reintegration to<br>appropriate levels<br>- Personalized<br>support by<br>therapeutic<br>pedagogy<br>teachers and the<br>support of<br>psychologists.<br>- Establishment of<br>curricula tailored<br>to the specific<br>needs of<br>students, in order<br>to guarantee at<br>least get to<br>curricular<br>diversification ,<br>and the<br>achievement of<br>ESO graduate.<br>- Use (according<br>to the plan to<br>encourage<br>reading ) library |          |            |

| #  | IMPROVEMENTS   | OBJECTIVES   | TASKS / ACTIVITIES   | RESOURCES   | METHODOLOGY  | SCHEDULE                      | ASSESSMENT  |
|----|--|--|--|---|--|-------------------------------|---|
|    |  |  |  |   | to improve the activity of reading.  |                               |   |
| 25 | To improve the personalised and differentiated treatment to the students | <ul style="list-style-type: none"> <li>- Identify those students with a profile that fits the improvement plan with a diagnostic pre - assessment of competences.</li> <li>- Redirect students who fail to acquire basic skills.</li> <li>- Develop personalized support to students who have learning disabilities to help them get the basic skills of their level.</li> </ul> | <ul style="list-style-type: none"> <li>- Design of the pre - assessment</li> <li>- Detection of students with learning difficulties</li> <li>- Allocation of students to the corresponding groups</li> <li>- Carrying out the activities designed about reading incentive</li> </ul> | <ul style="list-style-type: none"> <li>1 teacher, Department of Geography / History .</li> <li>1 Professor, Department of Physical Education.</li> <li>1 teacher, Department of Mathematics.</li> <li>1 teacher of English + Spanish Language .</li> <li>½ teacher, Department of Drawing.</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work in the classroom with groups of up to 17 or 18 students, either panels or the splittings of others.</li> <li>- Tasks about introducing students to the school, primary minimum (reading and writing) , and counseling and reintegration to appropriate levels</li> <li>- Personalized support by therapeutic pedagogy teachers and the support of</li> </ul> | March, April and May in 2014. | <ul style="list-style-type: none"> <li>- Analysis of the results obtained in the different assessments</li> <li>- Comparison with the results of previous courses</li> <li>- Last Survey families to monitor progress or improvement</li> </ul> |

| #  | IMPROVEMENTS  | OBJECTIVES   | TASKS / ACTIVITIES                               | RESOURCES  | METHODOLOGY   | SCHEDULE   | ASSESSMENT                                       |
|----|---|--|--|--|---|------------|--|
|    |   |  |  |  | psychologists.<br>- Establishment of curricula tailored to the specific needs of students, in order to guarantee at least get to curricular diversification , and the achievement of ESO graduate.<br>- Use (according to the plan to encourage reading ) library to improve the activity of reading. |            |  |
|    | <b>IES SALVADOR GADEA</b>                                   |  |  |  |   |            |  |
| 26 | To Improve the environment and spaces of the school library | To foster reading habits .<br>Use of the library as usual place of study and formation . | Physical refurbishment, change of furniture, and | Different teachers dedicating time at the library<br>Economic resources. | Creation of a reading corner in the annex room.<br>Modification of  | March-June | Development of metrics:<br>Survey satisfaction . |

| #  | IMPROVEMENTS  | OBJECTIVES  | TASKS / ACTIVITIES                                    | RESOURCES   | METHODOLOGY  | SCHEDULE   | ASSESSMENT  |
|----|---|---|---|---|--|------------|---|
|    |   | Change global image to get a nice atmosphere.   | removal of obsolete material.                         | Human resources.  | the arrangement of shelves,<br>Production of appropriate posters.<br>Refurbishment of the annex premises to carry out all kinds of activities. A projector will be installed.      |            | Monitoring of the real use of library and activities made. Degree of teacher's involvement.   |
| 27 | To promote the use as a place of study and activities | To foster reading habits .<br>Use of the library as usual place of study and formation .<br>Change global image to get a nice atmosphere. | Carrying out an innovation project called bio-reading | All teachers devoting time to the library.<br>Human resources. Also economic resources.<br>Projector, screen and other media will be installed. | A series of cultural activities will be established during the school year. It will be adapted for all types of cultural activities, and other such as: receptions, lectures, etc. | March-June | Development of metrics:<br>Survey satisfaction .<br>Monitoring of the real use of library and activities made. Degree of teacher's involvement. |
| 28 | To facilitate and improve the                         | To foster reading habits .<br>Use of the library  | Automating the processes of                           | All teachers devoting time to the library. ICT  | Implementation of the program .  | March-June | Development of metrics:   |



| #  | IMPROVEMENTS   | OBJECTIVES  | TASKS / ACTIVITIES   | RESOURCES  | METHODOLOGY   | SCHEDULE   | ASSESSMENT  |
|----|--|---|--|--|---|------------|---|
|    | control of loans and other processes                           | as usual place of study and formation .<br>Change global image to get a nice atmosphere.  | signing loan and control   | teachers.<br>Economic resources.<br>Purchases of material (ICTs) have been made.<br>Human. Teachers will be involved in these resources. | Management of the library.<br>Implementation of barcode to the signing and the loan.<br>Improvement of tools (ICT).                                     |            | Survey satisfaction .<br>Monitoring of the real use of library and activities made. Degree of teacher's involvement.                            |
| 29 | To design a Activities to foster the use of the school library | To foster reading habits .<br>Use of the library as usual place of study and formation .<br>Change global image to get a nice atmosphere. | - Tutoring students in the tasks they perform in the library.<br>- Space for cultural activities.<br>- Modify ICT management . | Different teachers dedicating time at the library<br>Economic resources.<br>Human resources.   | - Making tutoring schedules .<br>- Description of the improvement process .<br>- Assignment of Hours to teachers involved.<br>Dissemination of improved | March-June | Development of metrics:<br>Survey satisfaction .<br>Monitoring of the real use of library and activities made. Degree of teacher's involvement. |
| 30 | Library with a tutor   | To foster reading habits .<br>Use of the library as usual place of study and formation .  | A schedule for teachers will be set to protect students  | Heads of study.<br>Human Resources   | A schedule will be set letting students know when a specialist  | March-June | Development of metrics:<br>Survey satisfaction .  |

| # | IMPROVEMENTS | OBJECTIVES                                    | TASKS / ACTIVITIES | RESOURCES | METHODOLOGY                                | SCHEDULE | ASSESSMENT  |
|---|--------------|---|--------------------|-----------|--|----------|---|
|   |              | Change global image to get a nice atmosphere. |                    |           | teacher in a certain subject is available. |          | Monitoring of the real use of library and activities made. Degree of teacher's involvement. |

### FOLLOW UP SHEET FOR THE IMPROVEMENT ACTIVITIES

|   |  |  |    |    |    |    |                |    |    |    |                               |                                   |    |    |    |    |                         |    |    |    |     |
|---|--|--|----|----|----|----|----------------|----|----|----|-------------------------------|-----------------------------------|----|----|----|----|-------------------------|----|----|----|-----|
| <b>CEIP ALBAIT</b>                                |  | <b>IMPROVEMENT</b>   |    |    |    |    |                |    |    |    |                               |                                   |    |    |    |    |                         |    |    |    |     |
|   |  | To try out new methodologies in the classroom through the use of digital devices to visualize text books   |    |    |    |    |                |    |    |    |                               |                                   |    |    |    |    |                         |    |    |    |     |
| <b>CHANGE ENGINE<sup>1</sup></b>                  |  | ICT  |    |    |    |    |                |    |    |    | <b>SCOPE<sup>2</sup></b> ADCM |                                   |    |    |    |    |                         |    |    |    |     |
| <b>SELF-ASSESSMENT INDICATORS OF THE ACTIVITY</b> |  |  |    |    |    |    |                |    |    |    |                               |                                   |    |    |    |    |                         |    |    |    |     |
| <b>Implementation degree</b>                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |                               |                                   |    |    |    |    |                         |    |    |    |     |
|   |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |                               | Clear evidences of implementation |    |    |    |    | Many / global evidences |    |    |    |     |
| Result  |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50                            | 55                                | 60 | 65 | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| <b>Impact reached</b>                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |                               |                                   |    |    |    |    |                         |    |    |    |     |
|   |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |                               | Clear evidences of                |    |    |    |    | Many / global           |    |    |    |     |
| Result  |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50                            | 55                                | 60 | 65 | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| <b>SUCCESS FACTORS</b>                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    | <b>BARRIERS</b> None          |                                   |    |    |    |    |                         |    |    |    |     |

Note:

<sup>1</sup> **ENGINES OF CHANGE:** COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills

<sup>2</sup> **SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE):** ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training

|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |    |                         |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|----|----|----|-------------------------|----|----|----|-----|
| CEIP ALBAIT                                |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |    |                         |    |    |    |     |
|  |  | To introduce new methodologies to improve the learning to learn competence, encouraging the students to create their own didactic resources  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |    |                         |    |    |    |     |
| CHANGE ENGINE <sup>1</sup>                 |  | COMP   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    |    |    |    | ADCM                    |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |    |                         |    |    |    |     |
| Implementation degree                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |    |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |    |    |    | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65 | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |    |    |    |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |    |    |    | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65 | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    |    |    |    | None                    |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|----|----|------|-------------------------|----|----|----|-----|
| CEIP ALBAIT                                |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | To establish relationships with students from another school in this project to exchange knowledge and share personal experiences  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
| CHANGE ENGINE <sup>1</sup>                 |  | CULT   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    |    |    | ACOM |                         |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
| Implementation degree                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |    |    |      | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65 | 70 | 75   | 80                      | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |    |    |      | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65 | 70 | 75   | 80                      | 85 | 90 | 95 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    |    |    | None |                         |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |              |    |    |                         |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|--------------|----|----|-------------------------|----|----|----|-----|
| CEIP ALBAIT                                |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |              |    |    |                         |    |    |    |     |
|  |  | To integrate technology in their daily routines to improve their digital competence, the information processing abilities, their autonomy and to foster the sense of initiative and entrepreneurs  |    |    |    |    |                |    |    |    |    |                                   |    |              |    |    |                         |    |    |    |     |
| CHANGE ENGINE <sup>1</sup>                 |  | ICT<br>CREATE  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    | ADCM<br>AOFU |    |    |                         |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |              |    |    |                         |    |    |    |     |
| Implementation degree                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |              |    |    |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |              |    |    | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65           | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |              |    |    |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |              |    |    | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65           | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    | None         |    |    |                         |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |    |      |                         |    |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|----|------|-------------------------|----|----|----|----|-----|
| CEIP ALBAIT                                |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |    |      |                         |    |    |    |    |     |
|  |  | To adapt the teaching and learning process to the diversity of the pupils and their needs  |    |    |    |    |                |    |    |    |    |                                   |    |    |      |                         |    |    |    |    |     |
| CHANGE ENGINE <sup>1</sup>                 |  | COMP   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    |    | ADCM |                         |    |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |    |      |                         |    |    |    |    |     |
| Implementation degree                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |    |      |                         |    |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |    |      | Many / global evidences |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65 | 70   | 75                      | 80 | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |    |      |                         |    |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |    |      | Many / global           |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65 | 70   | 75                      | 80 | 85 | 90 | 95 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    |    | None |                         |    |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |   |   |   |   |                |    |    |   |    |                                   |    |      |   |    |                         |    |    |   |     |
|--|--|--|---|---|---|---|----------------|----|----|---|----|-----------------------------------|----|------|---|----|-------------------------|----|----|---|-----|
| CIPFP MISLATA                              |  | IMPROVEMENT  |   |   |   |   |                |    |    |   |    |                                   |    |      |   |    |                         |    |    |   |     |
|  |  | To create and Implement a computer tool to design moodle environment forms to improve the organization and management. Part 1: To design tools for Forms to collect through Moodlev  |   |   |   |   |                |    |    |   |    |                                   |    |      |   |    |                         |    |    |   |     |
| CHANGE ENGINE <sup>1</sup>                 |  | ICT  |   |   |   |   |                |    |    |   |    | SCOPE <sup>2</sup>                |    | AOFU |   |    |                         |    |    |   |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |   |   |   |   |                |    |    |   |    |                                   |    |      |   |    |                         |    |    |   |     |
| Implementatio<br>n degree                  |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |   |   |   |   |                |    |    |   |    |                                   |    |      |   |    |                         |    |    |   |     |
|  |  | No evidences or non-significant  |   |   |   |   | Some evidences |    |    |   |    | Clear evidences of implementation |    |      |   |    | Many / global evidences |    |    |   |     |
| Result                                     |  | 5  | 1 | 1 | 2 | 2 | 3              | 35 | 40 | 4 | 50 | 55                                | 60 | 6    | 7 | 75 | 8                       | 8  | 9  | 9 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |   |   |   |   |                |    |    |   |    |                                   |    |      |   |    |                         |    |    |   |     |
|  |  | No evidences or non-   |   |   |   |   | Some evidences |    |    |   |    | Clear evidences of                |    |      |   |    | Many / global           |    |    |   |     |
| Result                                     |  | 5  | 1 | 1 | 2 | 2 | 3              | 35 | 40 | 4 | 50 | 55                                | 60 | 6    | 7 | 75 | 8                       | 85 | 90 | 9 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |   |   |   |   |                |    |    |   |    | BARRIERS                          |    |      |   |    | None                    |    |    |   |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*



|  |  |  |   |   |   |   |                |    |    |   |    |                                   |    |      |      |    |                         |    |    |   |     |
|--|--|--|---|---|---|---|----------------|----|----|---|----|-----------------------------------|----|------|------|----|-------------------------|----|----|---|-----|
| CIPFP MISLATA                              |  | IMPROVEMENT  |   |   |   |   |                |    |    |   |    |                                   |    |      |      |    |                         |    |    |   |     |
|  |  | To create and Implement a computer tool to design moodle environment forms to improve the organization and management. Part 2: To reduce energy consumption and paper  |   |   |   |   |                |    |    |   |    |                                   |    |      |      |    |                         |    |    |   |     |
| CHANGE ENGINE <sup>1</sup>                 |  | ICT  |   |   |   |   |                |    |    |   |    | SCOPE <sup>2</sup>                |    | AOFU |      |    |                         |    |    |   |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |   |   |   |   |                |    |    |   |    |                                   |    |      |      |    |                         |    |    |   |     |
| Implementatio<br>n degree                  |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |   |   |   |   |                |    |    |   |    |                                   |    |      |      |    |                         |    |    |   |     |
|  |  | No evidences or non-significant  |   |   |   |   | Some evidences |    |    |   |    | Clear evidences of implementation |    |      |      |    | Many / global evidences |    |    |   |     |
| Result                                     |  | 5  | 1 | 1 | 2 | 2 | 3              | 35 | 40 | 4 | 50 | 55                                | 60 | 6    | 7    | 75 | 8                       | 8  | 9  | 9 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |   |   |   |   |                |    |    |   |    |                                   |    |      |      |    |                         |    |    |   |     |
|  |  | No evidences or non-   |   |   |   |   | Some evidences |    |    |   |    | Clear evidences of                |    |      |      |    | Many / global           |    |    |   |     |
| Result                                     |  | 5  | 1 | 1 | 2 | 2 | 3              | 35 | 40 | 4 | 50 | 55                                | 60 | 6    | 7    | 75 | 8                       | 85 | 90 | 9 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |   |   |   |   |                |    |    |   |    | BARRIERS                          |    |      | None |    |                         |    |    |   |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |   |   |                |    |    |   |    |                                   |    |    |    |      |                         |    |    |    |     |
|--|--|--|----|----|---|---|----------------|----|----|---|----|-----------------------------------|----|----|----|------|-------------------------|----|----|----|-----|
| CIPFP MISLATA                              |  | IMPROVEMENT  |    |    |   |   |                |    |    |   |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | To create and Implement a computer tool to design moodle environment forms to improve the organization and management. Part 3: To increase the participation of staff and other users in collecting data through internet  |    |    |   |   |                |    |    |   |    |                                   |    |    |    |      |                         |    |    |    |     |
| CHANGE ENGINE <sup>1</sup>                 |  | ICT  |    |    |   |   |                |    |    |   |    | SCOPE <sup>2</sup>                |    |    |    | AOFU |                         |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |   |   |                |    |    |   |    |                                   |    |    |    |      |                         |    |    |    |     |
| Implementation degree                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |   |   |                |    |    |   |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |   |   | Some evidences |    |    |   |    | Clear evidences of implementation |    |    |    |      | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 2 | 2 | 3              | 35 | 40 | 4 | 50 | 55                                | 60 | 65 | 70 | 75   | 8                       | 85 | 90 | 9  | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |   |   |                |    |    |   |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |   |   | Some evidences |    |    |   |    | Clear evidences of                |    |    |    |      | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 2 | 2 | 3              | 35 | 40 | 4 | 50 | 55                                | 60 | 65 | 70 | 75   | 8                       | 85 | 90 | 95 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |   |   |                |    |    |   |    | BARRIERS                          |    |    |    | None |                         |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |                      |    |    |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----------------------|----|----|-------------------------------|----|----|----|-----|
| COLEGIO<br>HERNANDEZ                       |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |                      |    |    |                               |    |    |    |     |
|  |  | To increase language competence in English and consolidate the feeling of European Citizenship. Part 1: Choosing of logo and mascot for the project  |    |    |    |    |                |    |    |    |    |  |    |                      |    |    |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP<br>CREATE<br>CULT   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    | ADCM<br>ACOM<br>APFO |    |    |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |                      |    |    |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |                      |    |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |                      |    |    | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65                   | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |                      |    |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |                      |    |    | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65                   | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    | None                 |    |    |                               |    |    |    |     |

Note:

<sup>1</sup> ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills

<sup>2</sup> SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training

|   |  |  |    |    |    |    |                |    |    |    |    |                                  |    |                               |    |    |                         |    |    |    |     |
|---|--|--|----|----|----|----|----------------|----|----|----|----|----------------------------------|----|-------------------------------|----|----|-------------------------|----|----|----|-----|
| <b>COLEGIO<br/>HERNANDEZ</b>                      |  | <b>IMPROVEMENT</b>   |    |    |    |    |                |    |    |    |    |                                  |    |                               |    |    |                         |    |    |    |     |
|   |  | To increase language competence in English and consolidate the feeling of European Citizenship. Part 2: To design of the Hardcopy Book: "Knowing me, knowing EU:Old jobs in Europe"(Pre-Primary-1st,2nd Year Primary) and e-book version (3rd-4th-5th-6th Year Primary)                  |    |    |    |    |                |    |    |    |    |                                  |    |                               |    |    |                         |    |    |    |     |
| <b>CHANGE<br/>ENGINE<sup>1</sup></b>              |  | <b>COMP<br/>CREATE<br/>CULT</b>  |    |    |    |    |                |    |    |    |    | <b>SCOPE<sup>2</sup></b>         |    | <b>ADCM<br/>ACOM<br/>APFO</b> |    |    |                         |    |    |    |     |
| <b>SELF-ASSESSMENT INDICATORS OF THE ACTIVITY</b> |  |  |    |    |    |    |                |    |    |    |    |                                  |    |                               |    |    |                         |    |    |    |     |
| <b>Implementation<br/>degree</b>                  |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                  |    |                               |    |    |                         |    |    |    |     |
|   |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementatio |    |                               |    |    | Many / global evidences |    |    |    |     |
| Result  |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                               | 60 | 65                            | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| <b>Impact reached</b>                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                  |    |                               |    |    |                         |    |    |    |     |
|   |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of               |    |                               |    |    | Many / global           |    |    |    |     |
| Result  |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                               | 60 | 65                            | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| <b>SUCCESS<br/>FACTORS</b>                        |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | <b>BARRIERS</b>                  |    | None                          |    |    |                         |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|----------------------|----|----|-------------------------|----|----|----|-----|
| COLEGIO<br>HERNANDEZ                       |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|  |  | To increase language competence in English and consolidate the feeling of European Citizenship. Part 3: Creation of the enterprise FUTURE  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP<br>CREATE<br>CULT   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    | ADCM<br>ACOM<br>APFO |    |    |                         |    |    |    |     |
|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |                      |    |    | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65                   | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |                      |    |    | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65                   | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    | None                 |    |    |                         |    |    |    |     |
|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

| COLEGIO<br>HERNANDEZ                       |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|------|----|-------------------------------|----|----|----|-----|
|  |  | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 1: Familiarisation with ICT resource  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | ITC<br>CREATE  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    | ADCM |    |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |      |    | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75 | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |      |    | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75 | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    | None |    |                               |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|------|----|-------------------------------|----|----|----|-----|
| COLEGIO<br>HERNANDEZ                       |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|  |  | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 2: Creating a Virtual Profile   |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | ITC<br>CREATE  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    | ADCM |    |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |      |    | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75 | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |      |    | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75 | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    | None |    |                               |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|------|----|----|-------------------------------|----|----|----|-----|
| COLEGIO<br>HERNANDEZ                       |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
|  |  | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 3: Selection of vocabulary for specific concepts  |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | ITC<br>CREATE  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    | ADCM |    |    |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |      |    |    | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65   | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |      |    |    | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65   | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    | None |    |    |                               |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*



| COLEGIO<br>HERNANDEZ                       |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|------|----|----|-------------------------------|----|----|----|-----|
|  |  | To foster responsible users of ICT aware of advantages and risks (Social Networks). Part 4: Parents School   |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | ITC<br>CREATE  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    | ACOM |    |    |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |      |    |    | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65   | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |      |    |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |      |    |    | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65   | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    | None |    |    |                               |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

| COLEGIO PALMA                              |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|----------------------|----|----|-------------------------|----|----|----|-----|
|  |  | TECHNOLOGICAL CHALLENGE. Technological challenge (participation in First Lego League) 1ST PART: SCIENTIFIC PROJECT; 2ND PART: ROBOTIC  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
| CHANGE ENGINE <sup>1</sup>                 |  | CREATE   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    | ADCM<br>ACOM<br>APFO |    |    |                         |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
| Implementation degree                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |                      |    |    | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65                   | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |                      |    |    | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65                   | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    | None                 |    |    |                         |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|----------------------|----|----|-------------------------|----|----|----|-----|
| COLEGIO PALMA                              |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|  |  | DRAMA DAY. Promote reading and get interested in drama. PART 1, 2 and 3  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
| CHANGE ENGINE <sup>1</sup>                 |  | CREATE   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    | ADCM<br>ACOM<br>APFO |    |    |                         |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
| Implementation degree                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |                      |    |    | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65                   | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |                      |    |    |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |                      |    |    | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65                   | 70 | 75 | 80                      | 85 | 90 | 95 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    | None                 |    |    |                         |    |    |    |     |

Note:

<sup>1</sup> ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills

<sup>2</sup> SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training

|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |      |    |                         |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|----------------------|------|----|-------------------------|----|----|----|-----|
| COLEGIO PALMA                              |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |                      |      |    |                         |    |    |    |     |
|  |  | BOOK DAY. To promote the reading and to take part in a solidary project  |    |    |    |    |                |    |    |    |    |                                   |    |                      |      |    |                         |    |    |    |     |
| CHANGE ENGINE <sup>1</sup>                 |  | CREATE   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    | ADCM<br>ACOM<br>APFO |      |    |                         |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |                      |      |    |                         |    |    |    |     |
| Implementation degree                      |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |                      |      |    |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |                      |      |    | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65                   | 70   | 75 | 80                      | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |                      |      |    |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |                      |      |    | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65                   | 70   | 75 | 80                      | 85 | 90 | 95 | 100 |
| SUCCESS FACTORS                            |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    |                      | None |    |                         |    |    |    |     |

Note:

<sup>1</sup> ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills

<sup>2</sup> SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|----|------|-------------------------------|----|----|----|-----|
| COLEGIO VIRGEN<br>DEL CARMEN               |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
|  |  | To work experimental learning through a workshop creating a giant planetarium  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP<br>ICT  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    |    | ADCM |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |    |      | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70 | 75   | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |    |      | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70 | 75   | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    |    | None |                               |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|------|-------------------------------|----|----|----|----|-----|
| COLEGIO VIRGEN<br>DEL CARMEN               |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
|  |  | To work on experimental learning through a workshop (Our school in the radio waves)  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP<br>ICT  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    | ADCM |                               |    |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |      | Many /<br>global<br>evidences |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75                            | 80 | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |      | Many /<br>global              |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75                            | 80 | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    | None |                               |    |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|------|----|-------------------------------|----|----|----|-----|
| COLEGIO VIRGEN<br>DEL CARMEN               |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|  |  | To work experimental learning through a workshop (Finding out about 'La Ermita' -a protected natural area in Vila-real-)   |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP<br>ICT  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    | ADCM |    |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |      |    | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75 | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |      |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |      |    | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75 | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    | None |    |                               |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|------|-------------------------------|----|----|----|----|-----|
| COLEGIO VIRGEN<br>DEL CARMEN               |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
|  |  | Training for teachers in educative innovation techniques   |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP<br>ICT  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    | APFO |                               |    |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |      | Many /<br>global<br>evidences |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75                            | 80 | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |      |                               |    |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |      | Many /<br>global              |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70   | 75                            | 80 | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    | None |                               |    |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*



|  |  |  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|-----------------------------------|----|----|----|------|-------------------------|----|----|----|-----|
| IES LEONARDO<br>DA VINCI                   |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | To improve the performance of secondary students (1º 2º and 3º ESO)  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                |    |    |    | ADCM |                         |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | No evidences or non-significant  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of implementation |    |    |    |      | Many / global evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65 | 70 | 75   | 80                      | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |                                   |    |    |    |      |                         |    |    |    |     |
|  |  | No evidences or non-   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences of                |    |    |    |      | Many / global           |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                | 60 | 65 | 70 | 75   | 80                      | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                          |    |    |    | None |                         |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|----|------|-------------------------------|----|----|----|-----|
| IES LEONARDO<br>DA VINCI                   |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
|  |  | To reduce the number of students repeaters   |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    |    | ADCM |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |    |      | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70 | 75   | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |    |      |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |    |      | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70 | 75   | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    |    | None |                               |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |                      |    |                               |    |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----------------------|----|-------------------------------|----|----|----|----|-----|
| IES LEONARDO<br>DA VINCI                   |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |                      |    |                               |    |    |    |    |     |
|  |  | To improve the personalised and differentiated treatment to the students   |    |    |    |    |                |    |    |    |    |  |    |                      |    |                               |    |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    | ADCM<br>AOFU<br>ACOM |    |                               |    |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |                      |    |                               |    |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |                      |    |                               |    |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |                      |    | Many /<br>global<br>evidences |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65                   | 70 | 75                            | 80 | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |                      |    |                               |    |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |                      |    | Many /<br>global              |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65                   | 70 | 75                            | 80 | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |                      |    | None                          |    |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

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|  |  |  |    |    |    |    |                |    |    |    |    |  |    |    |    |              |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|----|--------------|-------------------------------|----|----|----|-----|
| IES SALVADOR<br>GADEA                      |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |    |              |                               |    |    |    |     |
|  |  | To Improve the environment and spaces of the school library  |    |    |    |    |                |    |    |    |    |  |    |    |    |              |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | CREATE   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    |    | AOFU<br>ACOM |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |    |              |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |    |              |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |    |              | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70 | 75           | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |    |              |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |    |              | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70 | 75           | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal,<br>primary level teachers and a lot of<br>volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    |    | None         |                               |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |    |    |    |                               |    |    |    |     |  |  |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----|----|----|-------------------------------|----|----|----|-----|--|--|
| IES SALVADOR<br>GADEA                      |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |    |    |    |                               |    |    |    |     |  |  |
|  |  | To promote the use as a place of study and activities  |    |    |    |    |                |    |    |    |    |  |    |    |    |    |                               |    |    |    |     |  |  |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    |    |    |    | AOFU<br>ACOM                  |    |    |    |     |  |  |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |    |    |    |                               |    |    |    |     |  |  |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |    |    |    |                               |    |    |    |     |  |  |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |    |    |    | Many /<br>global<br>evidences |    |    |    |     |  |  |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |  |  |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |    |    |    |                               |    |    |    |     |  |  |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |    |    |    | Many /<br>global              |    |    |    |     |  |  |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65 | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |  |  |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |    |    |    | None                          |    |    |    |     |  |  |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

|  |  |  |    |    |    |    |                |    |    |    |    |  |    |              |    |    |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|--------------|----|----|-------------------------------|----|----|----|-----|
| IES SALVADOR<br>GADEA                      |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |              |    |    |                               |    |    |    |     |
|  |  | To facilitate and improve the control of loans and other processes   |    |    |    |    |                |    |    |    |    |  |    |              |    |    |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | ICT  |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    | AOFU<br>ACOM |    |    |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |              |    |    |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |              |    |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |              |    |    | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65           | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |              |    |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |              |    |    | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65           | 70 | 75 | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |              |    |    | None                          |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

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|  |  |  |    |    |    |    |                |    |    |    |    |  |    |              |    |                               |    |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|--------------|----|-------------------------------|----|----|----|----|-----|
| IES SALVADOR<br>GADEA                      |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |              |    |                               |    |    |    |    |     |
|  |  | To design a Activities to foster the use of the school library   |    |    |    |    |                |    |    |    |    |  |    |              |    |                               |    |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | CULT   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    | AOFU<br>ACOM |    |                               |    |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |              |    |                               |    |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |              |    |                               |    |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |              |    | Many /<br>global<br>evidences |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65           | 70 | 75                            | 80 | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |              |    |                               |    |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |              |    | Many /<br>global              |    |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65           | 70 | 75                            | 80 | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |              |    | None                          |    |    |    |    |     |

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

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|  |  |  |    |    |    |    |                |    |    |    |    |  |    |                      |      |    |                               |    |    |    |     |
|--|--|--|----|----|----|----|----------------|----|----|----|----|--|----|----------------------|------|----|-------------------------------|----|----|----|-----|
| IES SALVADOR<br>GADEA                      |  | IMPROVEMENT  |    |    |    |    |                |    |    |    |    |  |    |                      |      |    |                               |    |    |    |     |
|  |  | Library with a tutor   |    |    |    |    |                |    |    |    |    |  |    |                      |      |    |                               |    |    |    |     |
| CHANGE<br>ENGINE <sup>1</sup>              |  | COMP   |    |    |    |    |                |    |    |    |    | SCOPE <sup>2</sup>                     |    | ACOM<br>APFO<br>ADCM |      |    |                               |    |    |    |     |
| SELF-ASSESSMENT INDICATORS OF THE ACTIVITY |  |  |    |    |    |    |                |    |    |    |    |  |    |                      |      |    |                               |    |    |    |     |
| Implementation<br>degree                   |  | This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report  |    |    |    |    |                |    |    |    |    |  |    |                      |      |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-<br>significant   |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of<br>implementatio |    |                      |      |    | Many /<br>global<br>evidences |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65                   | 70   | 75 | 80                            | 85 | 90 | 95 | 100 |
| Impact reached                             |  | This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over |    |    |    |    |                |    |    |    |    |  |    |                      |      |    |                               |    |    |    |     |
|  |  | No evidences<br>or non-  |    |    |    |    | Some evidences |    |    |    |    | Clear evidences<br>of                  |    |                      |      |    | Many /<br>global              |    |    |    |     |
| Result                                     |  | 5  | 10 | 15 | 20 | 25 | 30             | 35 | 40 | 45 | 50 | 55                                     | 60 | 65                   | 70   | 75 | 80                            | 85 | 90 | 95 | 100 |
| SUCCESS<br>FACTORS                         |  | Involvement of School Principal, primary level teachers and a lot of volunteers  |    |    |    |    |                |    |    |    |    | BARRIERS                               |    |                      | None |    |                               |    |    |    |     |

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